

Mineola Middle School

AIMSWeb Reference and Training Manual

AIMSWeb – an overview.....	2
Explanation of AIMSWeb assessments administered at Mineola Middle School.....	3-5
R-CBM	3
MAZE.....	4
Math- CBM and CBM-2	5
Math ALL FACTS	5
Explanation of assessment categories	6
Benchmarking	
Strategic Monitoring	
Survey Level Assessment	
Progress Monitoring	
Administration and Scoring Guides	7-14
R-CBM Administration and Scoring Guide	7-8
MAZE Administration and Scoring Guide	9-10
Math CBM Administration and Scoring Guide	11-12
Math ALL FACTS Administration and Scoring Guide	14-15
Logging In	15
Entering Data	16-17
Tier II and III: Entering Benchmark and Strategic Monitoring Data	16
Tier III: Entering Progress Monitoring Data (Once PM goal is established)	17
Accessing and Reading Reports	18-24
Individual Student Reports.....	18-21
Tier II and III: Accessing Individual Student Benchmark and Strategic	
Monitoring Reports	18
Single student	
Individual student reports for entire class	
Reading and Interpreting Individual Student BM and SM Reports	19
Tier III: Accessing Individual Progress Monitoring Reports	20
Reading and Interpreting Individual Progress Monitor Reports	21
Whole Class Reports	
Tier II and III Accessing Class Level Reports.....	22
Informative Class Level Reports	
Scores and Percentiles	23
Instructional Recommendations	23
Summary of Impact	24
Improvement-Average Score	24
Emailing and Printing Reports.....	25

AIMS WEB

AIMS Web is a comprehensive, research-based formative assessment and basic skills improvement system. It provides teachers, administrators and parents with observable data in order to assess basic skill needs and/or progress. AIMSweb organizes and reports results in a simple and easy to interpret way.

The AIMSWeb formative assessment model shows progress (or lack of progress) as it occurs by identifying at risk students as accurately as possible and informs teachers of those students who are learning and those who are not progressing satisfactorily.

AIMSWeb assessments:

- Are designed to serve as “signs” of general achievement. They do not measure everything, but they measure important things.
- Are standardized tests. They are intended to be administered, scored, and interpreted in a standard way.
- Are researched with respect to psychometric properties of reliability and validity. Using standardized testing procedures, we can be confident in accurate measures of general outcome.
- Are sensitive to improvement in short periods of time. Improvement on general outcome over time means that students are learning to read, spell, or use mathematics.
- Are designed to be as short as possible to not conflict with teaching and to ensure its “do-ability”.
- Are linked to decision making for promoting positive achievement with general education students and for Problem-Solving decision making with at risk students or those in remedial programs like Title I and special education.

AIMSWeb is currently being used in Mineola Middle school throughout the three tier process in order to constantly assess student progress. Frequency of testing is determined by the level of intervention that the student is currently enrolled in.

Explanation of AIMSweb tests administered in Mineola Middle School

Reading Curriculum Based Measure (R-CBM):

Almost 25 years of research has shown that listening to a child read graded passages aloud for 1 minute and calculating the number of words read correct per minute provides highly reliable and valid measures of general reading achievement, including comprehension, for most students.

AIMSweb R-CBM Assessments:

- Meet professional standards for reliability, validity, and sensitivity to improvement
- Are research-based
- Are Reading First and IDEA aligned
- Are curriculum independent, ensuring that student achievement is assessed equitably regardless of curriculum differences among teachers and schools, and/or changes in curriculum over time.
-

Students read aloud for 1 minute from meaningful, connected, and graded passages of text (Edformation's Standard Reading Assessment Passages) that are written to represent general curriculum. The number of words read correctly and errors are counted.

Tier II:

- Students are Benchmarked (at grade level) using R-CBM 3 times per year

Tier III:

- Students are Progress Monitored (at determined standard for success level) using R-CBM at least every other week

***Explanation of AIMSweb tests administered in Mineola Middle School
(continued)***

MAZE:

Although R-CBM is the best overall measure of students' general reading proficiency, MAZE is used as a corroborative or supplemental measure to provide a more complete picture of a student's reading skills. MAZE is demonstrated to be a valid supplement to the R-CBM, especially when students have difficulty in the area of reading comprehension.

Science based research has shown that this type of assessment provides a reliable and valid measure of reading comprehension.

MAZE is a multiple-choice cloze task that students complete while reading silently. The first sentence of a 150-400 word passage is left intact. Thereafter, every 7th word is replaced with three words inside parenthesis. Of course, one of the words is the exact one from the original passage. The two others are distracters. One of these distracters is a near distracter, a word of the same "type" (eg noun, verb, adverb) that does not make sense or preserve meaning. The other distracter is a far distracter, a word not of the same type but a word that is selected randomly from the story that does not make sense.

Tier II

- Students are Benchmarked using MAZE (at grade level) 3 times per year
- Students are Strategically Monitored (at grade level) using MAZE monthly

Tier III

- Students are Benchmarked using MAZE (at grade level) 3 times per year
- Students are Strategically Monitored (at grade level or determined standard for success) using MAZE at least monthly
- Students are Progress Monitored (at determined standard for success level) using MAZE every other week

***Explanation of AIMSweb tests administered in Mineola Middle School
(continued)***

Math-CBM and M-CBM-2

The AIMSweb Math- CBM was designed to provide educators with narrow-band tests (lots of items across a limited grade-level or type of math computation problem) that are simple to administer and score, that are time-efficient, and that are sensitive to improvement. AIMSweb provides M-CBM probes based on expected computational skills for Middle School with 40 alternate forms per grade for use in Benchmark Assessment, Strategic Monitoring, and frequent Progress Monitoring. Each probe has 2 pages of computational problems printed front and back that are arrayed in rows.

Tier II:

- Students are Benchmarked using the Math CBM-2 (at grade level) 3 times per year
- Students are Strategically Monitored using the Math CBM-2 (at grade level) monthly

Tier III:

- Students are Benchmarked using the Math CBM-2 (at grade level) 3 times per year
- Students are Strategically Monitored Using Math CBM-2 (at grade level or determined standard for success) at least monthly

Math: ALL FACTS

The Aimsweb Math ALL Facts probe is an assessment of a student's mathematical fluency measuring the four basic operations in mathematics. The purpose of the ALL FACTS standardized formative assessment is to increase fluency of student's knowledge of the four operations. Teacher's as well as students will be able to measure progress over time. Students are administered a 2 minute, 2 page back to back assessment. All probes are based on number families of 0-12.

Tier III

- Students are Progress Monitored using ALL FACTS weekly

Explanation of Benchmarking, Strategic Monitoring, Survey Level Assessment and Progress Monitoring

All passages and probes are standardized and the difficulty level remains the same for each passage on that grade level.

Standard Passages and Probes are used for the following purposes:

AIMSWeb System	Purpose
Benchmark (assessments given at student's current grade level)	<ol style="list-style-type: none">1. To screen and identify at risk students in need of reading and/or math interventions2. To monitor progress and improvement of individual students in the fall, winter, and spring of the school year (3X per year)3. To make program evaluation decisions and timely interventions.
Strategic Monitoring (assessments given at student's current grade level)	<ol style="list-style-type: none">1. To monitor the progress of Tier II and III students more frequently (1X per month)2. To provide formative data in order to assist in making program evaluations and timely interventions.
Survey Level Assessment (method of assessing student's current level of performance)	<ol style="list-style-type: none">1. Method of assessing Tier III student's current level of performance in reading or math.2. Allows teachers to analyze data and identify individual standards for success based on SLA results.3. Allows teachers to set individual goals and create individual interventions for students whose reading or math skills are below grade level.
Progress Monitor (assessments administered at standard for success level set for the individual student)	<ol style="list-style-type: none">1. To frequently monitor growth toward set goal of Tier III individual students.2. To allow teachers to make timely interventions when a Tier III student is not making adequate progress.

R-CBM Administration and Scoring

Administration:

Things you need to test:

- List of students to be assessed
- Standard reading assessment passages- STUDENT COPY (colored copy that student will read from)
- Standard reading assessment passages- EXAMINER COPY (copy that is marked as student reads)
- Stop watch or timer

Keep in mind while testing:

- Sit across from, not beside students.
- Try and make scoring and marking discreet so as not to distract student while reading.

Scoring:

- Once all three reading passages have been scored, mark all three scores in appropriate spaces on the student list.
- Write in MEDIAN correct AND the median incorrect in the first column next to student name

For Example:

	<u>Passage 1</u>	<u>Passage2</u>	<u>Passage 3</u>	<u>Median Score</u>
<i>John Smith</i>	72/ 3	85/ 0	93 /2	85/2

Median correct

Median Error

- Log into www.aimsweb.com and add student scores (be sure that you are placing scores in the appropriate time period)

R-CBM Standard Directions for 1 Minute Administration

1. Place the unnumbered copy in front of the student.
2. Place the numbered copy in front of you but shielded so the student cannot see what you record.
3. Say:
“When I say ‘begin’, start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I’ll tell it to you. Be sure to do your best reading. Are there any questions?”
4. Say:
“Begin” and start your stopwatch when the student says the first word. If the student fails to say the first word of the passage after 3 seconds, tell them the word, mark it as incorrect, then start your stopwatch.
5. Follow along on your copy. Put a slash (/) through words read incorrectly.
6. At the end of 1 minute, place a bracket (]) after the last word and say *“Stop”*.
7. Score and summarize by writing WRC/Errors on numbered page.

MAZE Administration and Scoring

Administration:

Things you need to test:

- List of students to be assessed
- Class copy of appropriate MAZE passages
- Stop watch or timer

Scoring:

- An answer key with the correct answer in **BOLD** is provided.
- ***What is Correct?***
 - An answer is considered correct if the student circles the word that matches the correct word on the scoring template.
- ***What is Incorrect?***
 - An answer is considered an error if the student:
 - a. circles an incorrect word.
 - b. omits word selections other than those the student was unable to complete before the 3 minutes expired.

- ***Making Scoring Efficient***

1. Count the total number of items up to the last circled word.
2. Compare the student answers to the correct answers on the scoring template.

Mark a slash [/] through incorrect responses.

3. Subtract the number of incorrect answers from the total number of items attempted.

4. Record the total number of correct answers on the cover sheet followed by the total number of errors (e.g., 35/2, 45/0)

- Log into www.aimsweb.com and add student scores (be sure that you are placing scores in the appropriate time period)

Maze Standard Directions for 3 Minute Administration

1. After the students have put their name on the sheet, start the testing by saying...

"When I say 'Begin' turn to the first story and start reading silently. When you come to a group of three words, circle the 1 word that makes the most sense. Work as quickly as you can without making mistakes. If you finish a/ the page/first side, turn the page and keep working until I say 'Stop' or you are all done. Do you have any questions?"
(Answer student questions.)

2. Then say, "Begin." Start your stop watch.

3. Monitor students to make sure they understand that they are to circle only 1 word.

4. At the end of 3 minutes say: "Stop. Put your pencils down. Please turn your paper's over."

6. Collect the Maze tasks.

Math-CBM Administration and Scoring

Administration:

Things you need to test:

- List of students to be assessed
- Class copies of appropriate Math-CBM Probe
- Stop watch or timer

Scoring:

- Using the answer key, determine the number of Correct Digits (CD) in the student answers.
- Underline or put a dot under the correct digits and add the number of underlines or dots to determine score. Decimal points (if they are in the correct place value) count as a point.

For example, if the answer is 2.365 and the student writes 2.375, the student will get 4 points (because they were in the right place value)

- Log into www.aimsweb.com and add student scores (be sure that you are placing scores in the appropriate time period)

M-CBM Standard Directions for 4 Minute Administration

1. Students have an M-CBM probe and pencil.
2. Say to the student(s):
“We’re going to take a 4-minute math test. I want you to write your answers to several kinds of math problems. Look at each problem carefully before you answer it. When I say ‘BEGIN,’ write your answer to the FIRST problem (demonstrate by pointing) and work ACROSS the page. Then go to the next row. Try to work EACH problem. If you come to one YOU REALLY DON’T KNOW HOW TO DO, put an ‘X’ through it and go to the next one. If you finish the first side, turn it over and continue working. Are there any questions?” (Pause)
3. Say **“BEGIN”** and start your stopwatch/timer.
4. If testing in groups, walk around and monitor students to ensure they are not skipping problems, are working across the page, and continue to write answers to the problems during the test time.
If a student is excessively skipping problems they should know how to do, say to the student:
“Try to work EACH problem. You can do this kind of problem so don’t skip or put an ‘X’ over it.”
If a student is not working across the page, say to the student:
“Work ACROSS the page. Try to work each problem in the row.”
If a student stops working before the test is done, say to the student:
“Keep doing the best work you can.”
5. At the end of 4 minutes, say **“Stop. Put your pencils down.”** Monitor to ensure students stop working.

Math Basic Facts Administration and Scoring

Administration:

Things you need to test:

- List of students to be assessed
- Class copies of appropriate Math Basic Facts Probe
- Stop watch or timer
- Follow “*Math–Basic Facts Standard Directions for 2 Minute Administration*” on attached page

Scoring:

- Using the answer key, determine the number of Correct Digits (CD) in the student answers.
- Underline or put a dot under the correct digits and add the number of underlines or dots to determine score
- Log into www.aimsweb.com and add student scores (be sure that you are placing scores in the appropriate time period)

Math–Basic Facts Standard Directions for 2 Minute Administration

1. Students have a Math Fact Probe and a pencil.

2. Say to the student(s):

We're going to take a 2-minute Math Fact test. I want you to write your answers to addition, subtraction, multiplication, and division problems. Look at each problem carefully before you answer it."

When I say 'BEGIN,' write your answer to the FIRST problem (demonstrate by pointing) and work ACROSS the page. Then go to the next row.

Try to work EACH problem. If you come to one YOU REALLY DON'T KNOW HOW TO DO, put an 'X' through it and go to the next one.

If you finish the first side, turn it over and continue working. Are there any questions ?" (Pause)

3. Say, ***"BEGIN"*** and start your stopwatch/timer.

4. If testing in groups walk around and monitor students to ensure they are not skipping problems, are working across the page, and continue to write answers to the problems during the test time.

If a student is excessively skipping problems they should know how to do, say to the student:

"Try to work EACH problem. You can do this kind of problem so don't skip or put an 'X' over it."

If a student is not working across the page, say to the student.

"Work across the page. Try to work each problem in the row."

If a student stops working before the test is done, say to the student.

"Keep doing the best work you can."

5. At the end of 2 minutes, say, ***"Stop. Put your pencils down."*** Monitor to ensure students stop working.

Logging In

- Login to www.aimsweb.com

Click on “Customer Login” in the upper right hand corner.

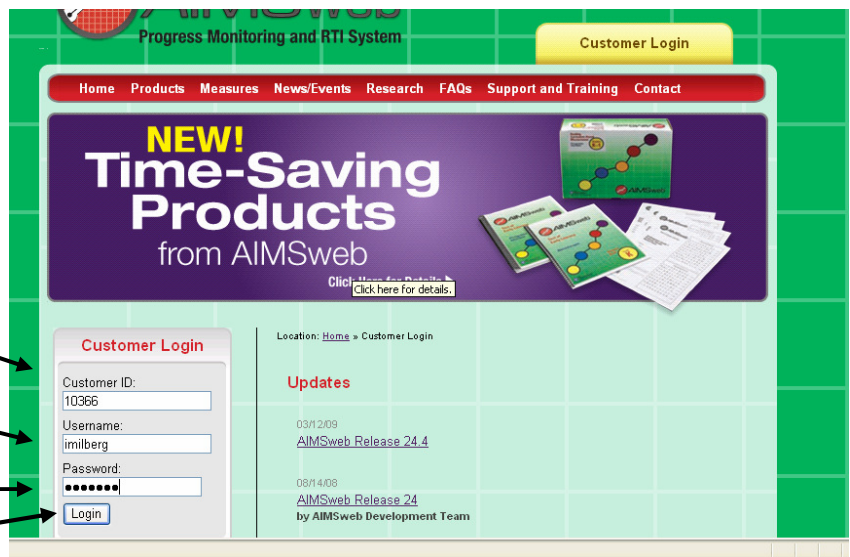


Mineola's Customer ID is 10366

Your Username is:
firstinitiallastname

Password is mineola

Click “Login”



Tier II and Tier III

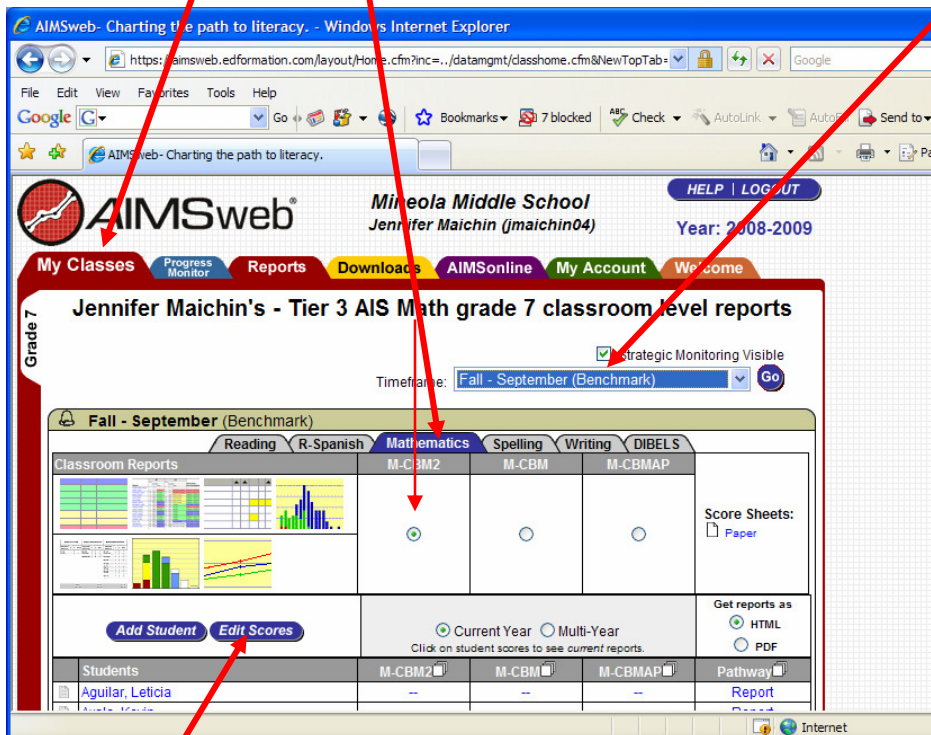
Entering Benchmark and Strategic Monitoring Data into AIMSweb

❖ Login to www.aimsweb.com (login directions on page 16)

Choose the “My Classes” tab

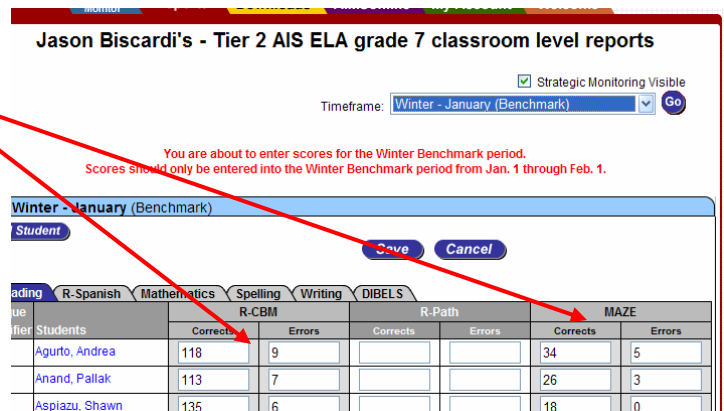
Make sure you are in the correct time period

Choose the correct subject and test you want to enter data for



- Go to “Edit Scores”

- Enter scores next to student name
- Hit “Save”
- Your scores are now saved and can be accessed in report form from your login



Entering Progress Monitoring Data (Tier III):

- Login to www.aimsweb.com (login directions on page 16)

Click on the “Progress Monitor” tab

Click on “Next Score” in row of the student you are entering data for

The screenshot shows the AIMSweb Progress Monitoring Caseload page. The page has a header with the AIMSweb logo, the school name 'Mineola Middle School', and the user 'Rita Topol (rtopol)'. There are links for 'HELP' and 'LOGOUT'. Below the header is a navigation bar with tabs: 'My Classes', 'Progress Monitor', 'Reports', 'Downloads', 'AIMSonline', 'My Account', and 'Welcome'. The 'Progress Monitor' tab is selected. The main content area is titled 'Progress Monitoring Caseload'. It has a sub-header with 'File' and 'Manage Students' buttons. Below this is a 'Showing' dropdown set to 'ALL' and a 'Measure' dropdown. The main table has columns: 'Student', 'Measure', 'Schedule', 'Last Score', 'Next Score', 'Goal', 'Progress Report', and a checkbox. The first student listed is 'Amendoeira, Steven (8)' with a 'R-CBM' measure. The 'Next Score' column for this student is circled in red, and a red arrow points to the 'Measure' column header. The table shows scores for '10/14/2008 thru 06/24/2009' and 'every 2 weeks on Mon'.

Student	Measure	Schedule	Last Score	Next Score	Goal	Progress Report
Amendoeira, Steven (8)	R-CBM	10/14/2008 thru 06/24/2009 every 2 weeks on Mon	125/0 (03/09/2009)	03/23/2009 Mon	Grade 8 158 WRC	Near Target
Amendoeira, Kevin (7)	R-CBM	10/14/2008 thru 06/24/2009	33/11	03/09/2009	Grade 3	Below Target

The date of the next scheduled assessment should be showing in **GREEN**.
If it is not, click “next” until desired date is shown on the screen.

~~* If the date the student was tested is not the exact date highlighted in the schedule, simply enter the score in the date the student was tested *~~

AIMSweb®

Mineola Middle School
Rita Topol (rtopol)

HELP | LOGOUT

My Classes Progress Monitor Reports Downloads AIMSonline My Account Welcome

Enter Progress Monitor Scores

Show ALL sessions for this schedule

Tab Order Across 03/23/2009

Next

Sun	Mon	Tue	Wed	Thu	Fri	Sat
R-CBM - Amendeoira, Steven 10/14/2008 thru 06/24/2009						
Mar 22	Mar 23	Mar 24	Mar 25	Mar 26	Mar 27	Mar 28
	Corrects Errors	Corrects Errors	Corrects Errors	Corrects Errors	Corrects Errors	
	8F04	None	None	None	None	None
	Missed					

☐ File this Assessment Schedule

Grey sessions are baseline/goal sessions.
Green sessions are the scheduled sessions.
Blue sessions show Skip Summer Months option is selected.

Save Cancel

Copyright © 2009 by NCS Pearson, Inc. All Rights Reserved. Patent No. 7,344,515

Enter the student's score and the Assessment Probe number
Click "Save"

Tier II and Tier III

Accessing Individual Student Benchmark and Strategic Monitoring Reports

Accessing Individual Student reports:

- To access an individual report for a *single student*:
 - Click on “Report” in the row of the student you wish to access (this will give you data only for the student you select)
- To access individual reports for the *entire class*:
 - Click on the Paper icon next to the “Pathway” heading (this will give you data charts for ALL of the students on the list.)

My Classes **Progress Monitor** **Reports** **Downloads** **AIMSonline** **My Account** **Welcome**

The system will be down for maintenance on Saturday, Mar 7, 2009 at 5:30 PM (Central Standard Time) and is expected to be running again on Saturday, Mar 7, 2009 at 8:00 PM (Central Standard Time).

Claudia Rudnet's - Tier 2 AIS ELA grade 8 classroom level reports

☒ Strategic Monitoring Visible

Timeframe: **Winter - January (Benchmark)** **Go**

Grade 8

Winter - January (Benchmark)

Reading **R-Spanish** **Mathematics** **Spelling** **Writing** **DIBELS**

Classroom Reports

Score Sheets:

Pathway

Get reports as:

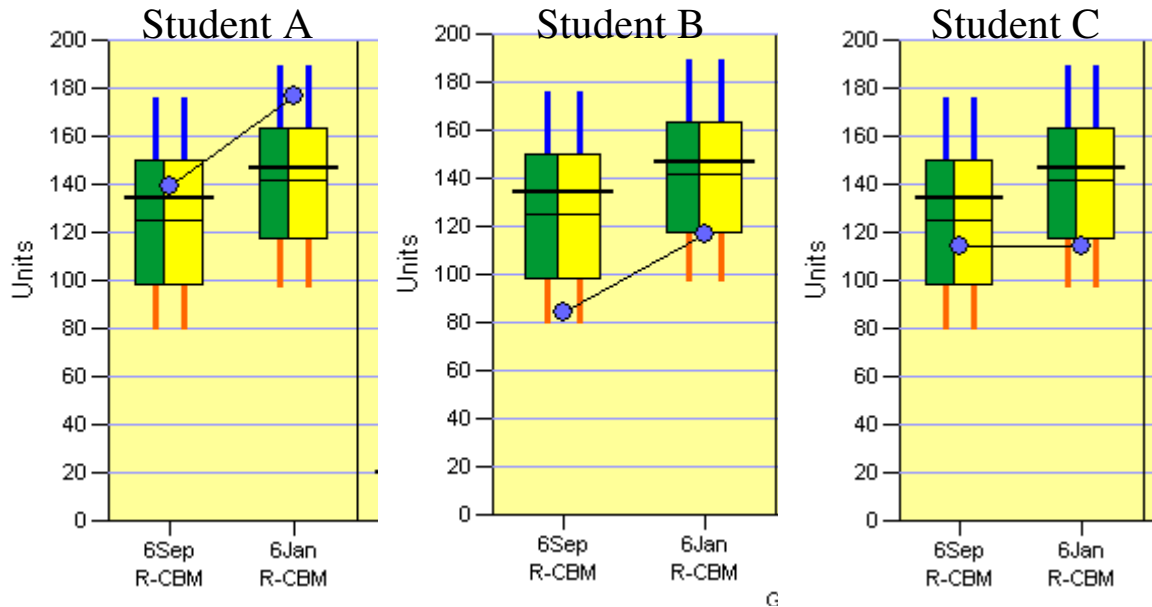
☒ HTML ☐ PDF

Current Year ☐ Multi-Year

Click on student scores to see current reports.

Students	R-CBM	R-Path	MAZE	Pathway
Almanzar, Dean	135	--	16	Report
Arnaya, Yoshwa	147	--	16	Report
Asam, Samantha	154	--	--	Report
Blaire, Mirhaal	92	--	10	Report

Tier II and III Reading and Interpreting Individual Student Reports (Benchmark and Strategic Monitoring)



Individual Student Reports are presented in “Box Plot” form

- **Blue dot**
 - represents student’s score (number correct) for the corresponding benchmark period
- **Bold Black line**
 - Target (Goal) score for that Benchmark Period
- **Green and Yellow boxes**
 - shows AVERAGE RANGE- top of the box is the 75th percentile, and the bottom of the box is the 25th percentile
- **Blue line above the box**
 - 75th to the 90th percentile
- **Above the blue line**
 - above 90th percentile
- **Orange line below the box**
 - the bottom 10th percentile
- **Below the blue line**
 - below the 10th percentile

Tier III

Accessing Individual Progress Monitoring Reports

- Login to www.aimsweb.com (login directions are on page 15)

Click on the “Progress Monitor” tab

Click on the Last Column in the student’s row

The screenshot shows the AIMSweb interface for Mineola Middle School, Rita Topol (rtopol). The top navigation bar includes tabs for My Classes, Progress Monitor, Reports, Downloads, AIMSonline, My Account, and Welcome. The 'Progress Monitor' tab is selected. Below the navigation bar, the 'Progress Monitoring Caseload' section is displayed. It features a table with columns: Student, Measure, Schedule, Last Score, Next Score, Goal, Progress Report, and a final column with icons. The table lists two students: Amendoeira, Steven (8) and Avala, Kevin (7). The 'Progress Report' column for Steven (8) shows 'Near Target' with a green arrow icon. The 'Progress Report' column for Kevin (7) shows 'Below Target' with a red arrow icon.

Student	Measure	Schedule	Last Score	Next Score	Goal	Progress Report	
Amendoeira, Steven (8)	R-CBM	10/14/2008 thru 06/24/2009 every 2 weeks on Mon	125/0 (03/09/2009)	03/23/2009 Mon	Grade 8 158 WR	Near Target	
Avala, Kevin (7)	R-CBM	10/14/2008 thru 06/24/2009	33/11	02/09/2009 Mon	Grade 3	Below Target	

- An individual student report will pop up. You can view, email, save, or print this report (see E-mailing and Printing Reports, page #)

Note: You CANNOT access reports for the entire group in the Progress Monitoring Tab. Each student has individual goals and is being assessed on different levels. These reports are for the individual student only.

Tier III

Reading Individual Student's Progress Monitoring Reports

5-7 data points are best to make decisions on student progress

3-5 consistent data points along aimline

Student is making progress

- continue current intervention

3-5 consistent data points above Aimline

Student is excelling in current intervention

- raise goal
- fade/discontinue intervention
- consider need for program

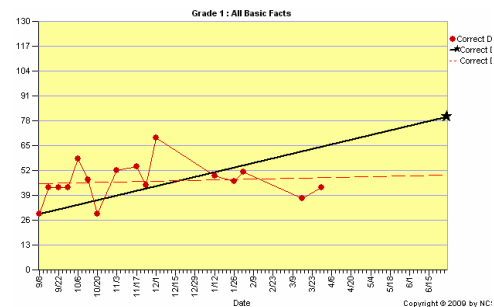
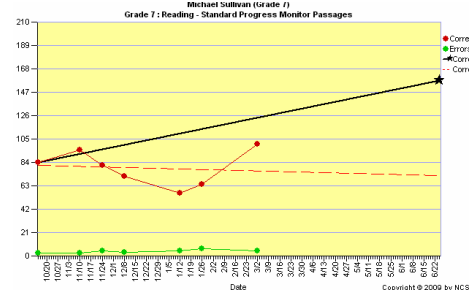
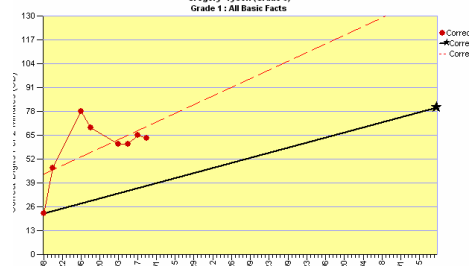
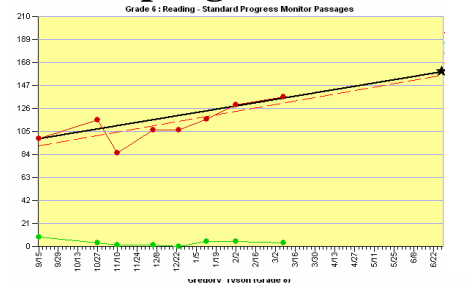
3-5 consistent data points significantly below Aimline

Student is not making progress in current intervention

- Change intervention
- Increase frequency and/or intensity of current intervention

Lots of variability in data points

- Examine integrity of intervention
- Examine standardization of tests (are tests being implemented the same way each time? Is the person administering the test consistent? Is the time frame and testing situation consistent?)
- Examine individual student testing behavior/motivation (does student understand directions? Is student paying attention for the entirety of the assessment? Is student following standardization rules?)



Tier II and III Classroom Level Reports

There are seven reports available at the classroom level. Above the student list, under the heading “Classroom Reports” are seven report icons. To view the titles of these reports, hover over the icon and the title will pop up. From left to right, these reports are labeled: Score and Percentile Table, Instructional Recommendations, Score Distribution by Service Classification, Score Distribution, Summary of Impact, Histogram, and Improvement-Average Score

Make sure you are in the correct
assessment
and timeframe
that you wish to access

Click on the report icon
you wish to access.

Erica Ashkenas's - 6th ELA Ashkenas/Brown/Topol grade 6 classroom level reports

Strategic Monitoring Visible

Timeframe: Winter - January (Benchmark) Go

Winter - January (Benchmark)

Classroom Reports

Score Sheets: Paper

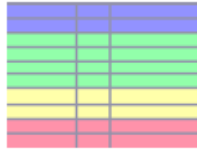
Get reports as: HTML PDF

Current Year Multi-Year
Click on student scores to see multi-year reports.

Students	R-CBM	R-Path	MAZE	Pathway
Bradford, Ryan	141	--	23	Report
Brenas, Christopher	162	--	39	Report

Tier II and III Informative Classroom Level Reports

Scores and Percentiles



- displays class list in order of highest to lowest score
- based on all students within Mineola Middle School Tier II and III AIS classes

Report Options:

Click the “Expand” link at the top of the page next to “Report Options” to view available report options.

- Select the Benchmark period which you want to view from the dropdown menu
- Click Show Target in order to view the target for the selected benchmark period on the chart

Instructional Recommendations

- lists each student’s score, percentile, and status for each measure within the skill (ie. R-CBM and MAZE together)
- Gives instructional and program recommendations (measures are weighted equally)

Report Options:

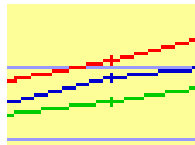
- Click the “Expand” link at the top of the page next to “Report Options” to view menu
- Under the ‘Recommendation Rules’ dropdown, choose “Norm Referenced- 5 Recommendations”
- At the bottom of the page, choose the Benchmark period you wish to view from the dropdown menu (this is a nice option when you want to compare progress throughout benchmark periods)

Summary of Impact



- Separates students into Tier II (BM and SM only) and Tier III (BM, SM and PM)
- Displays each benchmark score and indicates if the student reached designated benchmark goal
(Click Fall, Winter or Spring button at the bottom of the page in order to view desired benchmark period)
- Average scores per program and Benchmark Period are displayed below the report along with student success rate

Improvement- Average Score



View a Benchmark period's average score based on

- service code
 - general ed
 - special ed
- ELL

Report Options:

- Click the “Expand” link at the top of the page next to “Report Options” to view menu
- Use dropdown menus to select target groups you wish to view
- Click “display”

Emailing and Printing Reports

All reports can be emailed, printed or saved at the time of viewing.

To email a report:

- click the blue email button at the top of the page
- enter recipient's email address and any notes you'd like to send along with the email
- Click send

To print or save a report:

- click the PDF button at the top of the report window.
- A new window will appear
- The report will be sized to an 8 ½" by 11" frame for printing.